

Padstow Pre-School

Inspection report for early years provision

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Inspector

Ronald Hall

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Padstow Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community; the group is a registered charity. It has operated for the past 40 years and currently runs from purpose built premises in the grounds of Padstow Primary School. It is situated in the coastal town of Padstow, Cornwall. A maximum of 30 children from two to under eight years may attend the pre-school at any one time. The pre-school is open each weekday, from 8.30am until 4.30pm, except Tuesday and Thursday mornings 8.30am until 12 noon, during term times only. All children share access to a secure enclosed play area.

There are currently 35 children, from two to four years, on roll. Of these, 20 children receive funding for nursery education. Children come from the local area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group employs six staff. Over half the staff hold appropriate early years qualifications and three are working towards a higher level of qualification, one member of staff is working towards a foundation degree. The setting receives support from an advisory teacher from the local authority and the Pre-school Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide an inclusive environment and promote the children's safety and welfare effectively. Parental relationships are outstanding and comments by parents demonstrate that they are very happy with the provision and the levels of care and activities provided. There are good partnerships with other early years provisions and these contribute to children's well-being and achievement. Self-evaluation is relatively new but effective and accurate. There is good capacity for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the security of the outside play area, in particular the fencing and gate
- develop planning for each individual by ensuring the accuracy of both the baseline and exit assessments, through closer working with the school's Early Years Foundation Stage to moderate such assessments.

The effectiveness of leadership and management of the early years provision

Systems to safeguard the children's welfare are effective. These include safe recruitment and induction procedures, which give staff a clear understanding of their roles and responsibilities. Adult to child ratios are good and effectively promote the children's care, learning and play. Staff work well together as a team and they utilise space, time and resources very well to meet all the children's needs. Staff implement a full range of written policies and procedures to ensure the children's health and safety and to promote their enjoyment, achievement and positive contributions. The staff team demonstrates a good commitment to continued improvement. Furniture, equipment and resources are of good quality and meet the needs of all the children. The fence to the outside area, whilst safe, is a little low and the fastening on the gate is not totally secure.

The manager and staff use continued professional development to improve their practice and so enhance the learning they provide. Staff, children and parents are all meaningfully involved in a robust process of self-evaluation. Recommendations from the last inspection have all been successfully addressed. Future plans are well targeted to bring about further improvement to the setting and outcomes for children.

The premises are warm and welcoming, providing a range of positive images related to those with disabilities and from other cultures. Staff are approachable, include children equally and value diversity, for example, by adapting activities to enable all children to participate in the full range of activities on offer. As a result, children with special educational needs and/or disabilities are fully integrated and involved. Parents are provided with good information both formally and informally on a regular basis. Parents are fully involved in the life of the setting as members of the management committee and by regular involvement in the provision itself. The staff team links well with the attached school and has good partnerships with local authority services to ensure all possible needs can be met.

The quality and standards of the early years provision and outcomes for children

The provision is welcoming and meets the needs of all the children. As a result, the children make good progress across all areas of learning. Children enjoy working on the computer, play a wide range of games and play with toys and other resources to develop and extend their imagination and learning effectively. Staff assess the children's progress well to make sure that planned activities ensure the early years learning goals are fully met. Planning meets children's needs and plays a key role in ensuring the children's time at the setting is varied and progressive. However, baseline and exit assessments are not sufficiently accurate to ensure that planning effectively meets the individual needs of children. Children's records are detailed and passed onto the school in the form of a 'Learning Journal'.

Staff have very positive relationships with the children, who feel at ease and are

secure in their care. Staff implement a 'Key Worker System', by which each member of staff has responsibility for a small group of children to further build positive relationships. Staff dedicate time to playing with and talking to the children. The outdoor play area is very well equipped and provides the children with excellent opportunities for physical exercise and imaginative play. 'I'm a pirate on my ship. I'm after the treasure over there,' exclaimed one little boy. Staff value the children as individuals and respond positively to their interests and interactions. The children enjoy being creative, 'I'm a fairy with a magic wand making spells,' giggled a happy little girl. The children play and share equipment happily with each other. The children develop good social skills and behaviour is outstanding. This is preparing them well for the future. The children happily play with construction kits, in the home corner and with a range of other resources.

Staff and children exercise good hygiene practices to minimise the risk of infection. A minor accident provided a good example of the good procedures staff have in place to ensure the welfare of the children. The children develop a good understanding of healthy eating as the setting provides snacks that are balanced and nutritious. Snack times are very sociable with both children and staff all interacting with each other. The children are very keen to run around, know that exercise is good for them and adopt healthy living well.

The children have lots of opportunities to learn about themselves. Staff value children's ideas and opinions. The children are confident, become independent and contribute well because staff include their ideas in the planning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met